U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IN4

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Mr. Nathan Boyd

Official School Name: LaSalle Intermediate Academy

School Mailing Address: 2701 W. Elwood
South Bend, IN 46628-2806

County: St. Joseph State School Code Number*: 7512
Telephone: (574) 283-7500 E-mail: nboyd@sbcsc.k12.in.us

Fax: (574) 283-7513 Web site/URL: https://www.edline.net/pages/LaSalle_Intermediate_Academy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Carole Schmidt Superintendent e-mail: cschmidt@sbcsc.k12.in.us

District Name: South Bend Community School Corporation District Phone: (574) 283-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Roger Parent

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12IN4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 18 Elementary schools (includes K-8)
   - 10 Middle/Junior high schools
   - 5 High schools
   - 0 K-12 schools
   - 33 Total schools in district
2. District per-pupil expenditure: 14400

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	95	114	209
K	0	0	0		7	100	107	207
1	0	0	0		8	95	105	200
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	102	108	210		12	0	0	0
					Total in Applying School:			826

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
4	% Asian
25	% Black or African American
9	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
53	% White
9	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2010	839
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 18%

Total number of ELL students in the school: 145

Number of non-English languages represented: 28

Specify non-English languages:

Spanish, Hindi, Bosnian, German, Hungarian, Turkish, Urdu, Cantonese, Vietnamese, Tagalog, Mandarin, Persian, Japanese, Arabic, Kiswahili, Chichewa, Lao, Kikuyu, Romanian, Korean, Zulu, Shona, French, Kinyarwanda, Tamil, Polish, Hebrew, Lozi

9. Percent of students eligible for free/reduced-priced meals: 46%

Total number of students who qualify: 378

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%

Total number of students served: 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	1	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	7	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	2	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	28	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	17	8
Paraprofessionals	2	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	22	2
Total number	71	10

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	96%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12IN4

LaSalle Intermediate Academy, a public school in South Bend, Indiana, serves approximately 850 students, grades 5-8, who have demonstrated a potential for high academic success. The Academy is reflective of the racial, ethnic, linguistic, and economic diversity of our community. With nearly thirty different languages spoken by our students and staff, our motto, "The World is Our Classroom," is truly well suited.

Our mission is to "support and empower learners." An abiding belief in educating the whole child enables our faculty to create classroom and school-wide environments where students complete a rigorous, comprehensive curriculum, participate in community service projects, and learn what it takes to be a citizen of an ever shrinking global community.

The Foundation

Common threads run horizontally and vertically through our curriculum, instruction, and scheduling, weaving a framework while still allowing for differentiation according to individual and group needs. We operate on a ninety minute alternating block schedule with all students belonging to a team. At the elementary level, (5-6) the team is led by two teachers, one teaching math and science, the other language arts, reading, and social studies. At the secondary level, (7-8) the team is four teachers, one in each core subject. For our elementary students, the ninety minute block is divided in half, with students switching content and/or teachers at the forty-five minute mark. Teachers meet with their grade level teams a minimum of three times a month to review student data, to plan lessons and integrated projects, to continually refine curriculum and instruction, and to provide each other support. Our foreign language and specials teachers attend at least one of these meetings each month in order to stay connected to their colleagues and to share information about students whom they share.

The warp of our structure includes an incorporation of technology in the classroom, a research/inquiry based approach to instruction, an integrated social studies/language arts program, a science curriculum that is inquiry based, service learning, and four years of Spanish instruction including courses for native speakers. Additionally, all Academy students receive four years of fine arts instruction choosing from visual arts, orchestra, choir, or band. Our seventh and eighth grade students work in our technology lab designing projects including Laser Technology, Fishertechnik, and Pneumatics requiring the use of integrated mathematics, hard sciences, problem solving, and creativity.

Outside of the classroom, students have the opportunity to participate in more than twenty after school clubs, academic and athletic teams. Ever competitive, our academic teams, including Math Bowl, Lego Robotics, and Fluid Power, regularly place at the top in local, regional, and even state contests. Athletically, our Lions have won twenty city championships in the past two years including a girls' basketball team who, starting out in fifth grade, went undefeated for all four years. Our band program routinely earns "A" grades and sends numerous students to the all-region, and all-state band.

Fully believing it is a responsibility of citizenship to give back, Academy students have earned a reputation for both generosity and enthusiasm. Our Unity Garden is used not only to teach science, but also to feed families and support local food pantries. *Christmas in the Lion's Den*, completely through donations and volunteers, provides a day of fun, food, and gifts for economically disadvantaged children and their families each year. LaSalle students knit hats for premature babies at the hospital and socks for soldiers. Tens of thousands of dollars in donations have been raised for causes including United Way, Haitian earthquake relief efforts, and breast cancer awareness, all from a student population with over 40% qualifying for free or reduced lunch.

The administration and staff of LaSalle Academy, in a time where high stakes testing has altered the path and curriculum of many schools, remains firmly resolved in our principle that true, deep learning comes from providing students with opportunities to engage in prolonged activities and projects that have real world applications and require cooperation, scholarship, and perseverance. It is because of the depth and breadth of our curriculum that LaSalle students express an exceptional level of excitement for learning and challenge. Their commitment to excellence in all things is readily evident in both the quality and the quantity of their community projects, athletic and arts awards, academic awards, and performance on standardized assessments, where for the past five years, both language arts and math scores average above 90%.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The purpose of the mandatory Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6 only), and Social Studies (Grades 5 and 7 only). In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment, which are required components of the ISTEP+ program, are used to measure these standards. Cut scores are set for each grade level in each subject tested.
Students demonstrate proficiency by exceeding the pre-determined cut scores. Students who exceed the cut score are determined to have reached or exceeded proficiency in the tested area. These students are ranked either "Pass" or "Pass+". Passed+ indicates a high level of proficiency as determined by an additional cut score. Students who did not meet the tested proficiency are ranked "Did Not Pass". Over the past five year period, the average percentage passing rate for English/Language Arts at all grades was 94.5% and for Mathematics at all grades 93.75%. This rate surpasses the Indiana goal of 90% passing. For LaSalle Academy, that is not good enough. To quote the International Association of Business Communication's TQM motto, "Perfection is our goal. Excellence will be tolerated." Our goal is 100% passing and increasing our Pass+ rate by 5% each year in each subject area. These high pass ratings also mask a troubling achievement gap between our black and white students as well as our low socioeconomic and more affluent students, especially at the Pass+ level. We recognize the challenges of the achievement/opportunity gap and of poverty, and it is our belief those challenges can and must be overcome. With a shifting demographic base - increasing numbers of students in poverty and increasing numbers of minority and ELL students - it is imperative we continue to work towards providing instruction that meets their needs. A pass rate of 99% may be laudable, but for that one student out of one hundred who did not pass, the school had a one hundred percent failure rate.

B. When looking at LaSalle's testing data over a five year period, it requires a detailed pulling apart of the data at each grade level, in each demographic group, for both English/Language Arts and Mathematics ISTEP tests to discover significant areas of gains or losses. 2008-2009 saw a significant drop in test scores in math, particularly at the 6th and 7th grade level. This is the year the test was moved to the spring and students were tested at their current grade level. At 6th grade, the test scores rebounded the following year, while the 7th grade did not. It is our determination the primary cause for this extended drop is due to a lack of sustained, high quality instruction. For health reasons, the teacher with the majority of 7th grade math students was frequently absent, sometimes for extended periods. Lacking consistent classroom management when present, the teacher was not highly effective. This teacher was replaced this year, 2011-2012, with a highly capable, enthusiastic instructor. Regrettably, this teacher also has suffered severe health issues, and was out the majority of the first semester. The teaching position responsible for the remainder of the 7th grade math students has also seen turn over with three different teachers in four years. This lack of consistency and quality instruction is detrimental to our students' success. Employing and retaining talented math teachers is one of our priorities.

Over the five year period, our ELA passing scores have remained relatively stable, averaging in the mid-90s. At the Pass+ level, our 5th grade students have trended higher from a low of 18% in 07-08, to a high last year of 33%. At sixth grade, the Pass+ trend has risen from 16% to 45%. Gains at the seventh and eighth grade have been more sporadic and less dramatic. We are investigating several possibilities including the transition from self-contained classrooms to the secondary school model, the need for an increase in culturally responsive texts and instructional practices, and the need for more effective interventions and differentiation programs offered by school-wide and in the classroom. These items are more accessible in the self-contained environment as intervention programs such as Compass Odyssey and flexible grouping are more easily incorporated.

Within the five year average, in both subject areas, there remains a nagging achievement gap between our black and white students, ranging between one and a half percent and seven percent depending on the grade level/subject. While less than the 10% noted in this application as an indicator of an issue, for us at LaSalle, any gap between our subgroups is unacceptable; and we will continue to work to close them. Currently we are investing in providing our staff with professional development in cultural responsive training, Positive Behavior Intervention Strategies, and using technologically to engage and motivate reluctant learners. There have been several programs for targeted minority students after school to improve their academic confidence and address gaps in their skills. We are also realigning and redesigning our curriculum to address Common Core and better incorporate culturally responsive instructional strategies.

2. Using Assessment Results:

At LaSalle we begin the school year with a detailed breakdown of students' data. Data is disaggregated in a variety of ways - by grade level, by demographic, by subject, by standard, by score category - and in various combinations, to look for trends. For example, we look to see if there are significant gains or losses in any category, are there specific standards that were low, specific subject areas that stand out, grade levels that have shown improvement or losses, how has the same class of students done over time, and is the data similar for all teachers at the same grade level.

Lists are made of students who fall into various categories "Did Not Pass" (DNP), "Bubble" (within +/- 5 points of passing), Pass+, and "Bubble P+" (within +/- 5 points of Pass+). From these lists, particularly the DNP and Bubbles, are again broken down by grade level and demographics to identify trends.

Once strengths and weaknesses are identified - skill gaps, achievement gaps, targeted subjects - we begin to determine what factors led to the gaps, and what strategies and approaches we will use to address the issues.

This breakdown of data at the school/grade level is completed by the Title II Coach. The Coach and the Administration, using the data, determine what areas of professional development to focus on for the school year to provide teachers with appropriate information and strategies to address the weaknesses. Some professional development is school wide, other aspects are by grade, subject, or individual teacher.

At a school-wide level, we have a small, but unacceptable, achievement gap between black and white students at the Pass level and a larger, more alarming, achievement gap between black and white students at the Pass+ level. As a result, much professional development time is devoted to cultural competency - workshops, book studies, the use of school and district personnel to provide training and to work one-on-one with teachers on issues of diversity and classroom management. Also at the school-wide level, we want all teachers to be comfortable with assessing, analyzing, and using data to inform their instruction, so time is also spent reviewing data, helping teachers understand the data, and interpreting the data in a way that affects change in classroom practices.

When breaking down the testing data by standard and by type of question (multiple choice, short answer, extended response) our data showed that LaSalle students overall did far better on the short answer and extended response questions than the multiple choice. Given that our instructional model is inquiry based and broadly incorporates writing and analysis, we understood quickly why the data showed this trend. As a result, teachers began to include a minimum of two to five multiple choice questions, formatted like the ISTEP, on their tests that had previously been primarily short answer and extended response. Teachers took the time to review and reinforce strategies for answering multiple choice questions, and as a result, our students have performed better on that portion of the state assessment.

Students in the DNP and Bubble categories hold "test talks" with one of the administrators and/or a teacher. These test talks include looking at the student's testing data, identifying areas the student would like to improve, setting goals, and determining strategies for reaching those goals. An individualized goal/strategy sheet is created for each of these students, and parents are asked to identify how they will be

working with their child at home to meet these goals. Equally important, this session is a "pep talk" with an adult figure in the building who lets the child know someone is looking out for them, will be checking in with them, and cares about their growth and success. These students are also targeted for after school programs that include academic tutoring and building self-esteem and academic confidence. Parents of all students receive a detailed breakdown of how their child performed on their assessments, and are encouraged to talk with their child's teachers about the reports and how parents, teachers, and the student can work together to see that their child is working to their potential. The community is informed yearly with a detailed listing in the local newspaper that outlines the district's and all individual schools' test results.

Teachers have access to assessment data for their individual classes/students (both of their previous students and their current students) and are expected to perform an analysis of the individual needs of their students in addition to the school-wide/grade level needs determined by the school-wide data. Teachers are provided the lists of DNP, Bubble, Pass+, and Bubble Pass+ students and are expected to differentiate for these students based on their identified needs.

Rather than relying solely on testing data from the previous academic year to drive instruction, teachers in the core areas of math and language arts routinely and systemically administer mini assessments at various intervals throughout the school year. For language arts, this is done through quarterly assessments. The data from these assessments is broken down and teachers target specific standards for whole group and/or individual remediation and reteaching as needed within the classroom. For math, this is done on a three week basis, and students across the school at each grade level are then grouped according to their results and attend either a remediation, maintenance, or enrichment FOCUS session each day for twenty-five minutes to work on the specific skills/standards assessed during the previous instructional window. All students and all staff members participate in this FOCUS program. In addition to providing needed remediation/enrichment, the FOCUS session, which takes place first thing in the morning, sets the tone and expectation that every student, at their level, will strive to reach a higher standard and that they will receive the support they need in order to do so.

3. Sharing Lessons Learned:

LaSalle's staff and administration make efforts to "share what works" with others both locally and in a broader context. On the local level, administrators have visited other schools to address staff about the importance of engaging parents, particularly fathers, and incorporating inquiry-based instruction into their curriculum. The Title II Coach regularly shares strategies for engaging parents, promoting literacy, differentiation, and using causal data at monthly coaches meetings. When involved in district-wide in services and meetings, LaSalle staff and administration engage openly in reciprocal conversation with other school representatives to generate new initiatives and strategies. We also work closely with the University of Notre Dame's professors and students in the Education Schooling and Society interdisciplinary minor program to conduct joint research.

On a wider scale, we have hosted teams from schools in other parts of Indiana who want to learn about our programs. Visits have covered topics including how we are using data to drive our instructional model, instructional methodology, and curriculum development. We also hosted a visit from Indiana Superintendent Dr. Tony Bennett, which showcased our curriculum and instructional model. Staff members and administrators have presented at and participated in state and national conferences. A presentation on our magnet model was given at the NAGC conference and an upcoming presentation at the National Science Teachers Association Conference will be given on the use of nanotechnology in sixth grade science. We are also developing a relationship with the Education Trust to find ways to take our model and scale it for a larger implementation.

4. Engaging Families and Communities:

Family engagement at LaSalle begins even before students are admitted. Each fall LaSalle participates in a corporation-wide "Magnet Fair" showcase that is open to the public. Through student demonstrations,

video presentations, take-away brochures, and having staff members available to answer questions, parents and prospective students are able to see what LaSalle has to offer and to see what is required of a LaSalle student. Families are also encouraged to attend special open houses at LaSalle to tour the school and to ask additional questions. As a magnet school, students must apply for admission. Once students are accepted, a mandatory orientation takes place in the spring where incoming students and their families are welcomed and provided with additional information about LaSalle's expectations.

Once you are a Lion, it is our intent to keep you for all four years. LaSalle has a very low mobility rate, in part due to excellent communication between families and the school. Individual teachers/teacher teams and grade levels routinely send home newsletters with grade/subject specific information. Many teachers maintain websites families can visit for information. All teachers use both phone calls and email to communicate with individual parents regarding student progress. On a school-wide basis, we have a monthly parent newsletter that is sent electronically to parents with both school announcements and tips for parents. We maintain a school website where families have access to pages regarding all aspects of our programs. We hold an open house in the fall to welcome students and their families to the new school year.

Additionally, through our PTO we host family skating nights at a local rink, family game nights at LaSalle, and honor roll ceremonies twice a year. We have offered a "Parent University" night with mini-sessions on a variety of topics including how to help your child with homework, preparing your child for high school, and how to help your child be better organized. Prior to a state mandate that cut our use of half-days and budget cuts, we hosted student-led conferences twice a year.

At a community-wide level, LaSalle has developed a strong relationship with the University of Notre Dame. Through this partnership, ND professors and students routinely provide assistance in classrooms on topics varying from astronomy to nanotechnology. ND students also conduct research in our school on topics ranging from closing the achievement gap to teaching life skills through physical education. Our teachers also take full advantage of Notre Dame's Teachers as Scholars program where teachers attend mini-courses with Notre Dame professors across a range of content areas. Our science teachers have formed a partnership with Unity Gardens to provide an outdoor learning environment where students routinely conduct experiments while producing food that serves not only LaSalle volunteers, but also our local food banks.

Our students and staff participate in many community outreach/service projects throughout the year. One of our favorites is *Christmas in the Lion's Den* where disadvantaged children and their families come to huge party at LaSalle complete with lunch, activities, special performances, and, of course, gifts for the holidays. This event is 100% funded through donations and volunteers and truly brings together the community.

All of these activities are designed to create a supportive atmosphere where students, families, and the school staff can work together to support student achievement both academically and personally.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our schedule is a ninety minute alternating block. With this design, students have adequate time to conduct lengthy experiments, engage in in-depth discussions, research topics thoroughly, and participate in a variety of activities in a single class period.

The language arts and social science curriculums are paired in a humanities model with students reading novels connected to the social studies curriculum across all grade levels. Research and critical thinking are at the heart of this program. Students begin research projects during the first quarter of their fifth grade year, and by eighth grade, are writing four fully annotated research papers a year which are taught/graded jointly by their social studies and language arts teachers.

Our science and math curriculum is inquiry based. Students are conducting real world science experiments at all grade levels. In math, students are working at least one grade level above their peers at other intermediate centers. All of our students take Algebra and some even geometry. 100% of our geometry students pass the high school ECA exams, and our passing ECA rates for Algebra are routinely higher than that of the area high schools.

All students grade five through eight take Spanish. In the upper grade levels, we offer Spanish for Native Speakers where bilingual students are able to increase their literacy skills in their native language. Many of our students enter high school in level II or higher Spanish.

Our students participate in the arts at each grade level. Students have the choice of art, band, orchestra, or choir. Many students participate in additional after school groups such as jazz band, flute choir, and drama club.

Physical education is also taught at each grade level. Fifth and sixth grade students have a forty-five minute P.E. period for the entire year on alternating days, and seventh and eighth grade students have a ninety minute P.E. period for one semester. Seventh and eighth grade students take a semester of health (including nutrition) each year, and at the fifth and sixth grades, health is incorporated into the science curriculum year round. Students are also introduced to the family and consumer sciences in seventh grade where they learn cooking, sewing, and budgetary skills.

Technology is infused in all of our subject areas. LaSalle is fortunate to have four multipurpose computer labs for student use along with a full lab in the media center, a business lab, math lab, and technology lab. All computers have Internet access along with learning software such as Compass Odyssey, Acuity, and Accelerated Reader. With our newer textbook adoptions, students also have access to online textbooks. Students, across all subject areas, create numerous multi-media presentations that require the use of programs such as PowerPoint, Excel, and word processing. Internet based research is routinely conducted.

Teachers each have a laptop computer with classroom Internet access along with LCD projectors, Elmos, digital cameras, scanners, and student responder systems to enhance their instructional delivery.

One source of great pride is our half million dollar technology lab. Students in seventh and eighth grade rotate stations in the lab completing a series of complex problems and projects including digital animation, applied physics, and flight simulation.

Teachers in all content areas received training in Reading Apprenticeship and work to expand literacy through content area reading. We believe in an integrated, holistic approach to learning where topics, strategies, and tools routinely intersect and complement across all content areas.

By promoting student growth and independence through a program of scaffolded inquiry-based learning, we strive to see that our students go on to high school and beyond well prepared to advocate for themselves academically and to challenge themselves to grapple with the "big" questions. Our students leave LaSalle with four years of foreign language, four years of the fine arts, four years of integrated technology, four years of physical education/health, as well as four years of highly challenging language arts, math, science, and social studies curriculum that, while aligned to the state standards, goes well beyond the level required by the state.

2. Reading/English:

2a Reading 5-6

Students come to LaSalle with grade-level or above reading skills, but a range of family models and expectations. By consequence our skills instruction is generally at the level of meaning from entomological and text analysis using Reading Apprenticeship techniques chosen to comply with corporation-wide initiatives. Reading remediation occurs on an individual basis with teacher-student conferences, small-group instruction, and peer support.

Quantitative and qualitative data is used to customize unit study in small literature circles, whole class discussion, and individual extensions according to the needs of students. Flexible curriculum outlines, based on Common Core standards rather than detailed school-wide lesson plans, allow teachers the freedom to address interests of students as they shift from year to year.

Novels and poetry chosen for literary excellence and enduring themes are at the heart of LaSalle's reading program. Shared Inquiry discussions, both brief metacognitive journal entries and extended writing experiences deepen understanding of the text; excellent professional writing serves as a model for student's creative expression.

Our school has a comprehensive reading plan developed to meet the Indiana Department of Education expectation in which reading is an integrated and integral part of the comprehensive curriculum. Taught in a humanities environment, reading is a strong component in all content areas. An excellent full-access library and exceptional Internet access provide informational text so that textbooks are used primarily for reference and support.

Reading of primary source documents, historic data, diagrams, and visual records are essential to historical research. Students are encouraged to consider the origin and intent of multiple documents that survive and analyze the effect of the author's viewpoint on our understanding of events. By practicing historiography rather than reading textbooks students develop skills that enable them to be participating and critical citizens in a democratic society.

Science and mathematics use the same Reading Apprenticeship techniques employed in the humanities including domain specific vocabulary development, writing conventions and forms.

Well-read teachers and an enthusiastic media specialist help students cultivate and broaden the student reading experience, cultivating reading in many genres at challenging levels. Self-selected reading, rich conversations about reading experiences and access to a broad body of literature encourage eager readers and students who have no model for pleasure reading. The arrival of new books in the library is an event that sometimes requires crowd control.

2b English 7-8

The seventh and eighth grade Language Arts curriculum at LaSalle Intermediate is a cross-curricular program integrating both social studies and language arts objectives. To that end, most literature is novel-based, utilizing historical fiction that supports the areas of study in the social studies classes. Novels are provided at various reading levels to allow for differentiated instruction. Strategies in the classroom

include read-alouds, paired reading, small groups, literature circles, and sustained silent reading. Assessments range from objective tests to essay tests to project-based assessments which may include both written and/or oral presentations. Literature examined throughout the year includes poetry, short-stories, essays, non-fiction material, and visual media, requiring students to incorporate numerous interpretive strategies. All students maintain an independent reading log with requirements differing according to course expectations. Literary components including, but not limited to, exposition, plot, characters, setting, theme, conflict, point-of-view, tone and mood, and symbolism are introduced and discussed at length throughout the year.

The writing component of the curriculum is also differentiated based on individual classes. Generally, students will compose the following essays in the seventh and eighth grades: narrative, persuasive, research, compare and contrast, and literary analysis. Students also participate in poetry reading and writing allowing them opportunities to examine and assimilate figurative language techniques. In addition to direct instruction, writing essays and poetry analysis allow students an opportunity for reinforcement and assessment of basic written language conventions. Basic sentence structure, grammatical conventions, parts of speech, and mechanics are reinforced through teacher-led activities, mini-lessons, homework, and the production of major written pieces.

With ninety minute classes, teachers are able to incorporate many activities to meet the separate needs of students. Through a variety of instructional methods, the long-term goal for all students is to become independent readers, writers, and life-long learners who use critical-thinking skills both in individual and group settings.

3. Mathematics:

The mathematics curriculum at LaSalle Academy is centered within instructional themes that help to guide the development and understanding of real-world mathematical concepts. Using an inquiry based approach, teachers present original material, as well as adopted curriculum, in such a way as to guide the learner to develop algorithms, or processes, that will lay the foundation for studies in algebra, geometry, statistics, and integer relationships.

Through use of an accelerated inquiry math program, students conduct meaningful investigations with connections across the curriculum that meet Indiana Academic Standards as well as the Common Core. Advanced mathematics is offered throughout the Academy with some students earning high school credits and working up to two grade levels above their current placement. Emphasis is placed on real world applications of mathematical concepts and theories in order to provide relevance for the student.

By facilitating cooperative group work, students learn in a collaborative environment. Strong emphasis is placed on problem-solving and the ability to use various representations to interpret data with the assistance of technology as well as on cross-curricular integration and content literacy. Students are required to justify their responses and solution processes to open-ended problems. Utilizing manipulatives, Interactive White Boards, and individual dry erase boards, students are able to work through advanced problem solving scenarios, using a variety of strategies, while using a hands-on approach. Applets offered by the National Council of Teachers of Mathematics, online simulations, graphing calculators, Microsoft Excel, computer tutorials and activities, as well as instructional videos by renowned presenters, further help to prepare students for mathematics in a technological age.

Through a differentiation program called FOCUS, students' individual needs are met through enrichment or remediation with the ultimate goal of mastery in all standards. Students are evaluated and reassigned to flexible groups based on data collected through standards based assessments. Academy educators collaborate to assemble and create materials best suited to meet the needs of learners.

4. Additional Curriculum Area:

LaSalle's social studies curriculum benefits from the fact that we have a stable student population—students who are here in fifth grade are typically still here in eighth. This has allowed us to build a curriculum that flows from one grade to another, consistent with the state standards. For example, there is a great emphasis on Native Americans, exploration, and colonial America in fifth grade. Knowing this, the eighth grade social studies curriculum provides review of these topics, but not the detail given in fifth grade. This allows more time to cover other items, such as a detailed look at the structure of the U.S. government, Constitution, and the Civil War.

Much of our emphasis in social studies is devoted to special projects intended to spark individual and personal inquiry. Many of these projects celebrate the diversity of our student body as well. Indeed, by understanding and sharing our diverse backgrounds and interests we become a stronger community of learners. The fifth grade Legacy project is an example of this intention, as the project enables students to explore some aspect of their family's history. The Legacy project is also an excellent example of the collaboration of the librarian, language arts and social studies teachers in supporting the reading/writing skills while teaching core content standards.

This deliberate collaboration between subjects is yet another core component of the overall LaSalle program. In eighth grade, for example, students write four academic research papers together in both classes (language arts and social studies). The papers are then graded by both teachers. This creates a more holistic humanities program, and one that we feel is successful. ISTEP data suggests this is the case, with LaSalle's 2011 eighth grade class having one of the highest average ISTEP language arts scores in the state.

The integration of language arts and social studies is also seen in the use of primary documents, reading apprenticeship strategies, and the development of critical thinking throughout both content areas. We believe that good citizens are good critical thinkers; therefore we introduce students to topics that require analysis of multiple viewpoints and perspectives.

5. Instructional Methods:

The key to our instruction is an inquiry approach to learning. While direct instruction has its place, our students more often than not find themselves, either collaboratively or individually, conducting experiments and research to solve problems or investigate questions. Much of this, on a classroom level, is explained above in questions 1-4.

Additionally, our elementary grades (5-6) use both Compass Odyssey and Acuity, along with other web-based instructional programs, to differentiate for students' individual needs. Based on individual student performance on standards based assessments in math and language arts (every three weeks in math and quarterly in language arts) teachers assign standard specific review and tutorials to students through Compass and Acuity. Each student works on materials based on their needs. If students have demonstrated mastery of each standard, they are assigned enrichment activities on these sites or others. This is possible because at the 5th and 6th grade level, students are assigned lab time every other day.

All of our students are, based on their three week math assessments, placed in flexible groups for our FOCUS sessions. These daily twenty-five minute periods address different standards each three-week session. Students in need of intense remediation are flexed into small groups (4-10 students) where reteaching takes place. Students who have shown mastery are flexed into enrichment groups that use projects and activities to extend student learning. Students who fall somewhere in the middle are flexed into groups that combine reteaching, practice, and extension. As teachers and students change groups every three weeks, everyone gets to see fresh faces and be exposed to varying approaches and techniques.

Outside of the regular school day, we offer additional targeted supports. All students participating in athletics are required to attend study tables for thirty minutes before practices begin to ensure homework

is completed and tutoring is attended as needed. Our Lion's Den program assists a small (12-15) group of young men, primarily African American, with study and organizational skills, tutoring, and targeted assistance on specified math and language arts standards twice a week. All of our African American students who did not pass or narrowly passed the ISTEP are offered, through the Augustus F. Hawkins Literacy Center, an opportunity for additional targeted assistance in the spring through an after school program that includes not only academic skills but also leadership skills and building academic confidence.

6. Professional Development:

A comprehensive and continuing review of student data (standardized assessments data, formative and summative classroom assessments, grades, climate surveys, attendance, and discipline data) and staff climate and professional development surveys, along with teacher evaluations, serves as our loadstone for professional development at the school level.

A disaggregation of our student data showed gaps between white and minority students in achievement (standardized assessments and number of students failing courses), disciplinary referrals, and students' feelings of belonging at LaSalle and feelings of being treated fairly and with respect by adults in the building. Teacher surveys indicated a frustration with a "lack of motivation" by students.

Internally we determined the best ways to address the students' achievement, discipline, and climate gap was to address the staff's level of cultural competency, to review our curriculum, instructional strategies, and procedures for areas in need of strengthening, and to provide targeted assistance to teachers based on individual needs.

We have provided book study groups on motivation and cultural responsivity, purchased resources for staff on these topics as well as on instructional strategies (focusing on math, content literacy, and strategies for gifted learners), sent selected staff members to workshops and training sessions, including national conferences such as the NAGC, Learning and the Brain, and Education Trust. The staff monthly newsletter contains strategies and resources on a variety of topics such as differentiation, content literacy, building student-teacher relationships, and formative assessments.

The school corporation has provided training to our Curriculum Leader/Title II Coach in the Five Lenses of Powerful Instruction. Training in Leadership Coaching was provided to the Coach, as well as the administration team. Data Driven Instruction training was provided to our data team. Positive Behavior Intervention Support training was attended by our discipline team, and a new team was created to attend the 8-Step Process training. All staff members, with the exception of new hires this school year, have been trained in Reading Apprenticeship. Each of these teams is responsible for providing leadership, training, and support to the school staff.

The corporation-wide training is modified to fit the unique needs of our population. Much of this modification takes place in our team and faculty meetings. Faculty meetings are held after school twice a month, and it is here that whole school professional development takes place. Our data teams meet every three weeks to review assessment data and regroup our students' FOCUS period based on their individual assessment results. Core grade level teams also meet monthly to continue cross-curricular discussion and instruction. All staff members meet in small teams with the principal monthly to participate in small group professional development, review policies and curriculum, and to work on school-wide initiatives.

7. School Leadership:

With nearly 850 students and a certified staff of over fifty, LaSalle has a principal and one assistant principal serving as the administrative team, the same number of administrators as all other intermediate schools in the district each of which has a far lower enrollment.

The principal oversees the entire building and assumes primary responsibility for all staffing/personnel

decisions, budgetary issues, implementation of federal/state/local mandates, staff meetings, curriculum, professional development, PTO, and as a magnet school, the application process. The assistant principal, under the supervision of the principal, is primarily responsible for student discipline, safety drills, attendance records, student book orders, and buses. Both perform teacher evaluations, provide student supervision before and after school and between classes, and work with parents and support staff.

Due to the shear amount of work involved in running a building of this size, the administration relies on support staff to manage some duties. The counselor does all student scheduling, serves as liaison for the Student Assistance Team, and oversees all state testing. The Title II Coach manages all school data, reviews curriculum writing/revision/implementation, manages all FOCUS student and teacher assignments, and writes and evaluates language arts quarterly assessments. This information is routinely shared with the principal and used to determine appropriate professional development activities and topics for staff meetings.

The leadership philosophy of the administration is reflected in the school mission and motto, to support and empower learners (both children and adults) and to give 100% effort, 100% of the time. With a firm belief that all children, given the right environment and tools, can attain not only proficiency but excellence, the principal uses school data to inform all decisions. Ours is a “student first” building. Knowing that relationships are the key to student success, the administration provides teachers with the necessary training and materials (cultural competency training, teaching materials that are diverse and challenging) to help them build relationships with their students. The principal also demonstrates by example how to interact with students and parents by maintaining a calm and open demeanor and showing interest in each child, family, and staff member. Constantly seeking new resources and tools to improve student engagement, increase the rigor of our curriculum, and serve the needs of our population, the principal fought for, and received, a differentiated science curriculum for our building, purchased student responder systems, and requested and received an exemption from state/district created formative assessments that did not match our curriculum/pacing and replaced them with in-building created formative assessments that matched our instructional model.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	100	90	92	97	95
% Pass+	46	42	25	29	44
Number of students tested	206	203	220	224	221
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	100	82	89	97	92
% Pass+	32	28	25	23	32
Number of students tested	91	101	93	94	92
2. African American Students					
% Pass plus % Pass+	100	70	82	96	90
% Pass+	25	19	11	20	26
Number of students tested	52	64	45	46	42
3. Hispanic or Latino Students					
% Pass plus % Pass+	100	100	92	100	91
% Pass+	25	43	17	33	26
Number of students tested	20	21	12	12	23
4. Special Education Students					
% Pass plus % Pass+	100	91	89	94	100
% Pass+	50	45	17	19	53
Number of students tested	14	11	18	16	15
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested	7	6	4	2	6
6. multi-racial					
% Pass plus % Pass+	100	92	96	100	88
% Pass+	24	23	26	22	53
Number of students tested	17	13	23	23	17
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	97	90	93	97	98
% Pass+	33	26	21	18	22
Number of students tested	206	203	220	224	221
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	95	81	91	98	97
% Pass+	21	13	13	13	10
Number of students tested	91	101	93	94	92
2. African American Students					
% Pass plus % Pass+	92	69	89	98	95
% Pass+	21	6	9	11	10
Number of students tested	52	64	45	46	42
3. Hispanic or Latino Students					
% Pass plus % Pass+	100	100	92	100	96
% Pass+	25	10	0	8	4
Number of students tested	20	21	12	12	23
4. Special Education Students					
% Pass plus % Pass+	100	100	78	88	100
% Pass+	14	45	11	13	33
Number of students tested	14	11	18	16	15
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested	7	6	4	2	6
6. multi-racial					
% Pass plus % Pass+	94	100	98	100	100
% Pass+	18	31	22	22	12
Number of students tested	14	13	23	23	17
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	93	96	88	99	99
% Pass+	30	15	19	48	34
Number of students tested	203	214	217	220	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	87	95	83	99	99
% Pass+	18	14	15	42	22
Number of students tested	93	106	86	91	79
2. African American Students					
% Pass plus % Pass+	79	92	83	100	96
% Pass+	13	8	10	30	13
Number of students tested	61	51	42	43	53
3. Hispanic or Latino Students					
% Pass plus % Pass+	100	100	87	100	100
% Pass+	27	8	13	38	30
Number of students tested	22	12	23	24	10
4. Special Education Students					
% Pass plus % Pass+	100	100	90	100	100
% Pass+	20	7	10	50	44
Number of students tested	10	15	10	10	16
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested	4	3	3	3	
6. multi-racial					
% Pass plus % Pass+	93	96	87	100	100
% Pass+	13	8	7	47	25
Number of students tested	15	25	15	15	16
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	95	96	96	97	95
% Pass+	45	36	38	21	16
Number of students tested	203	214	217	220	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	92	95	95	99	91
% Pass+	30	27	33	18	8
Number of students tested	93	106	86	91	79
2. African American Students					
% Pass plus % Pass+	85	98	95	98	91
% Pass+	20	24	14	9	2
Number of students tested	61	51	42	43	53
3. Hispanic or Latino Students					
% Pass plus % Pass+	100	100	100	96	100
% Pass+	32	25	22	8	10
Number of students tested	22	12	23	24	10
4. Special Education Students					
% Pass plus % Pass+	100	87	90	90	88
% Pass+	60	20	30	30	6
Number of students tested	10	15	10	10	16
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested	4	3	3	3	
6. multi-racial					
% Pass plus % Pass+	100	88	93	93	100
% Pass+	47	36	20	20	0
Number of students tested	15	25	15	15	16
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	89	90	87	99	99
% Pass+	22	26	25	26	24
Number of students tested	212	214	215	219	178
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	88	87	84	97	99
% Pass+	15	22	19	9	13
Number of students tested	101	95	77	77	67
2. African American Students					
% Pass plus % Pass+	81	83	78	98	100
% Pass+	2	15	8	10	8
Number of students tested	53	47	50	50	37
3. Hispanic or Latino Students					
% Pass plus % Pass+	85	82	91	100	100
% Pass+	8	23	27	18	24
Number of students tested	13	22	11	11	17
4. Special Education Students					
% Pass plus % Pass+	86		93	100	
% Pass+	14		33	40	
Number of students tested	14	7	15	15	7
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested	4	2	1		
6. multi-racial					
% Pass plus % Pass+	95	94	84	100	100
% Pass+	10	25	21	20	8
Number of students tested	21	16	19	20	12
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	96	94	95	95	94
% Pass+	32	36	27	15	22
Number of students tested	212	214	215	219	178
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	94	94	95	94	93
% Pass+	29	33	13	8	13
Number of students tested	101	95	77	77	67
2. African American Students					
% Pass plus % Pass+	92	94	86	88	86
% Pass+	26	17	12	8	14
Number of students tested	53	47	50	50	37
3. Hispanic or Latino Students					
% Pass plus % Pass+	100	91	100	100	88
% Pass+	15	23	27	9	18
Number of students tested	13	22	11	11	17
4. Special Education Students					
% Pass plus % Pass+	86		87	87	
% Pass+	7		27	13	
Number of students tested	14	7	15	15	7
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested	4	2	1		
6. multi-racial					
% Pass plus % Pass+	90	100	89	85	92
% Pass+	33	31	16	10	8
Number of students tested	21	16	19	20	12
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	89	91	90	97	95
% Pass+	16	21	11	28	27
Number of students tested	204	206	175	178	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	83	88	88	94	91
% Pass+	10	13	6	15	15
Number of students tested	92	80	68	65	82
2. African American Students					
% Pass plus % Pass+	77	85	86	97	86
% Pass+	2	6	3	11	5
Number of students tested	43	52	35	36	42
3. Hispanic or Latino Students					
% Pass plus % Pass+	90	100	89	94	96
% Pass+	15	9	17	33	13
Number of students tested	20	11	18	18	24
4. Special Education Students					
% Pass plus % Pass+		92			
% Pass+		23			
Number of students tested	7	13	4	4	6
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested			4	4	1
6. multi-racial					
% Pass plus % Pass+	80	93	100	100	100
% Pass+	20	20	0	17	19
Number of students tested	15	15	12	12	16
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: ISTEP+

Edition/Publication Year: Revised Spring 09 Publisher: CTB-McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	96	94	92	94	96
% Pass+	19	21	17	8	17
Number of students tested	204	206	175	178	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	91	91	90	91	95
% Pass+	14	19	16	6	6
Number of students tested	92	80	68	65	82
2. African American Students					
% Pass plus % Pass+	95	94	89	92	95
% Pass+	9	19	9	0	7
Number of students tested	43	52	35	36	42
3. Hispanic or Latino Students					
% Pass plus % Pass+	95	100	94	89	92
% Pass+	5	27	17	17	4
Number of students tested	20	11	18	18	24
4. Special Education Students					
% Pass plus % Pass+		92			
% Pass+		23			
Number of students tested	7	13	4	4	6
5. English Language Learner Students					
% Pass plus % Pass+					
% Pass+					
Number of students tested			4	4	1
6. multi-racial					
% Pass plus % Pass+	87	80	100	92	94
% Pass+	13	13	8	8	0
Number of students tested	15	15	12	12	16

NOTES:

For each of the grade levels and subjects tested: For the school years 06/07 and 07/08, testing was completed the following fall (Sept. 07, Sept. 08). For school years 08/09 through the current school year, testing is completed during the spring of the school year. The test is now given in two segments. The open-ended and essay portions of the test are given in March, and the multiple choice portions are given in May. The two portions are combined to generate a single test score.

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	92	91	89	98	96
% Pass+	28	25	20	32	32
Number of students tested	825	837	827	841	827
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	89	88	86	96	94
% Pass+	18	19	16	23	21
Number of students tested	377	382	324	327	320
2. African American Students					
% Pass plus % Pass+	84	81	81	97	92
% Pass+	10	12	8	17	13
Number of students tested	209	214	172	175	174
3. Hispanic or Latino Students					
% Pass plus % Pass+	94	94	89	98	95
% Pass+	19	24	17	32	21
Number of students tested	75	66	64	65	74
4. Special Education Students					
% Pass plus % Pass+	93	95	89	97	100
% Pass+	26	23	19	33	43
Number of students tested	45	46	47	45	44
5. English Language Learner Students					
% Pass plus % Pass+	80	72	91		
% Pass+	6	9	16		
Number of students tested	15	11	12	9	7
6. multi-racial					
% Pass plus % Pass+	92	94	91	100	96
% Pass+	16	17	15	25	27
Number of students tested	68	69	69	70	61
NOTES:					

12IN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Sep	Sep
SCHOOL SCORES					
% Pass plus % Pass+	96	93	94	95	95
% Pass+	32	29	26	15	19
Number of students tested	825	837	827	841	827
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Pass plus % Pass+	93	90	92	95	94
% Pass+	23	23	18	11	9
Number of students tested	377	382	324	327	320
2. African American Students					
% Pass plus % Pass+	90	87	89	93	91
% Pass+	19	15	11	7	7
Number of students tested	209	214	172	175	174
3. Hispanic or Latino Students					
% Pass plus % Pass+	98	97	96	95	93
% Pass+	19	19	17	10	8
Number of students tested	75	66	64	65	74
4. Special Education Students					
% Pass plus % Pass+	95	93	83	86	88
% Pass+	19	30	19	15	20
Number of students tested	45	46	47	45	44
5. English Language Learner Students					
% Pass plus % Pass+	86	72	83		
% Pass+	0	9	8		
Number of students tested	15	11	12	9	7
6. multi-racial					
% Pass plus % Pass+	92	91	94	92	96
% Pass+	28	28	17	15	4
Number of students tested	65	69	69	70	61
NOTES:					

12IN4